

EXHIBIT 109

2/15/22, 8:51 AM

GNETS Web

Search Fiscal Agent Programs Collection Audit Trail Attachments

Print

Grants Information

Fiscal Year: 2022
System Name: 886 - Coastal Plains
RESA
Name: GNETS
Status: Program Manager Signed Off

Program Information

Name: Horizon Academy
Director: Dr. Samuel Clemons
City: Valdosta, Ga.
Systems Served: 12

Form Name	Status
GNETS Site Location	Complete
Projections by GNETS Site Location	Complete
Staffing Pattern	
Student Transition Form	Complete
Service Delivery - Behavioral Support & Therapeutic Services	Complete
Service Delivery - Severe Behavior Management & De-escalation	Complete
Service Delivery - Crisis Management	Complete
Service Delivery - Instructional & Academic Supports	Complete
Service Delivery - Supplemental Instruction	Complete
Service Delivery - Mental Health Collaboration	Complete
Service Delivery - Personnel List	Complete
Service Delivery - Integration of Services and Capacity Building	Complete



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Projections by GNETS Site Location

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Site Location Name, Address and Operating Hours	Location Type	Elementary School			Middle School			High School			Therapeutic Staff - Ft/Pt
		No. of Classes	No. of Teachers	No. of Para Professionals	No. of Classes	No. of Teachers	No. of Para Professionals	No. of Classes	No. of Teachers	No. of Para Professionals	
Berrien, 500 East Smith Avenue Nashville GA 31639, 7:30AM to 4:00PM	High School	0	0	0	0	0	0	1	1	2	■
Cook, 1531 Patterson Street Adel Georgia 31620, 7:30AM to 4:00PM	School Based	1	1	1	0	0	0	0	0	0	■
Cook Middle School, 1601 N. Elm Street Sparks Georgia 31647, 7:30AM to 4:00PM	Middle School	0	0	0	1	1	1	0	0	0	■
Colquitt Program, 2510 Blvd Moultrie GA 31768, 7:30AM to 4:00PM	Center	1	1	1	2	2	3	1	1	1	■
3103 North Forrest Street Valdosta Georgia 31605, 7:30AM to 4:00PM											
Tifton, 700 W. 8th Street Tifton GA 31794, 7:30AM to 4:00PM	Middle School	1	1	1	1	1	1	1	1	2	■
Grand Total		6	6	8	5	5	6	6	6	10	

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Staffing Pattern

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↓ Staff ×

Staff	Staff Type	State Grant	Federal VI-B	Total	LEA Funded	Grand Total
▼ Support Staff						
Psychoeducational/GNETS School Secretary	Existing Staff	0	0	0	1	1
Psychoeducational/GNETS School Secretary/Clerk	Existing Staff	1	0	1	2	3
▼ Student Support Services						
GNETS Social Worker	Existing Staff	2	0	2	0	2
GNETS Special Education Specialist	Existing Staff	3	0	3	0	3
▼ Instructional Staff						
GNETS Teacher - Grant Funded	Existing Staff	21	0	21	0	21
GNETS Para-professional/Teacher Aide	Existing Staff	0	0	0	0	18
▼ Administrators						
Director of GNETS program	Existing Staff	1	0	1	0	1
▼ Grand Total						
Total		28	0	28	3	49

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Student Transition Form



Name of District Served	Returned to Home School/District	School-based GNETS Classroom/working	GNETS Center Base	Residential Placement (all short-term stabilization)	Total
609 - Ben Hill County	1	8	0	0	9
610 - Berrien County	0	10	0	0	10
614 - Brooks County	0	0	1	0	1
635 - Colquitt County	3	0	26	0	29
637 - Cook County	0	14	0	0	14
650 - Echols County	0	0	0	0	0
677 - Irwin County	0	3	0	0	3
686 - Lanier County	2	0	7	0	9
692 - Lowndes County	5	0	35	0	40
737 - Tift County	0	15	0	0	15
742 - Turner County	1	2	0	0	3
792 - Valdosta City	3	0	47	0	50
Grand Total	15	52	116	0	

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Service Delivery – Behavioral Support & Therapeutic Services



List the Behavioral Supports and Therapeutic Services available for students across each tier.

*Tier 1 - All Students Tier 1 supports and services are provided daily for 100% of students.

*Number of Students in Tier 1:

173

*Percentage of Students in Tier 1:

100

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Horizon Academy is operational in all site with PBIS. PBIS walk-throughs are done frequently, monthly meeting are held to review progress and data. A PBIS action Plan is developed to establish PBIS expectations and rules. These expectations are the same throughout the building (classroom, bathroom, hallways, lunchroom and outside). Each site has a School-Wide System (SWIS) program. Data is collected to determine the behavior, frequency of the behavior, location and time of the behavior. Each morning PBIS goals are reviewed by watching a video, playing a game or through songs. Students receive positive reinforcement for the appropriate behavior along with student bucks that can be redeemed on Fridays. Data is collected through a Functional Behavior Assessment to determine a Behavior Intervention Plan (BIP). This plan is implemented and monitored by all stakeholder involved. Social and emotional assessments are used to support behaviors and emotional needs such as: SDQ, BASC3. This data is documented in the student's IEP goals. Students are diagnosed with ASD will be assessed using CARS ABLLS, Brigance and Vineland Checklist. Each program ensure that all students participate in universal, small group and individual social-emotional skills activities by using TeachTown and Second Steps. We also address therapeutic needs through an Art Therapist that served students weekly. Progress monitoring is also used to assess students academic

*Tier 2 - Small groups of Students How often are Tier 2 services provided and for what percent of students?

*Number of Students in Tier 2:

71

*Percentage of Students in Tier 2:

42

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Students in Tier II receive all services received in Tier I along with Conflict resolution instructions, anger management instructions, Second Steps and behavior skills training. Apex serve students on campus to address Mental health and behavior needs. Counseling is performed by the local systems for students that need the support. The program Check and Connect is also used to help track students and start their day knowing that they have a go to person. Students in tier two receive one on one academic support when needed, benchmark are monitored closer, mini self assessment are given more frequently.

Tier 3 - Very few or Individual Students How often are Tier 3 services provided and for what percent of students? How will students' responses to these intervention supports and services be monitored? How will the fidelity of intervention implementation be monitored?

***Number of Students in Tier 3:**

24

***Percentage of Students in Tier 3:**

13

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These students receive support from Tier I and Tier II for Behavior and Academic. They also receive support from the Lowndes Interagency Planning Team (LIPT). , frequent progress monitoring, counseling, specific parental involvement, therapeutic groups, Mental Health support, collaboration with Mental Health Professional, Behavior skill training and one on one support when needed. Classroom schedule changes are made to accommodate best learning times. In some cases a ABA therapist is observing students for support.

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67

39

56

33

All staff are trained in behavioral management and the use of mindset. A refresher course is conducted annually. All certified staff and 75% of all paraprofessional are trained in LSCI. The paraprofessional staff percentage is due to a high turnover rate this school year. An ongoing roster is kept to ensure that staff continues to be certified and recertified. Training is provided on site for Mindset by mindset trainers. LSCI is coordinated and provided through another QNETS program during the school year and during professional learning in the summer. To ensure that restraint is done with fidelity, a team approach is used along with ongoing learning and debriefing during the school year. After each restraint, the advisory team reviews the incident and discuss strategies used and other information that pertain to the restraint.

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All crisis management plans and school safety training is established by the LEA concerning guidelines and procedures which has to be turned into the LEA safety director. Each site ensures that all new staff are abreast of the Crisis Plan at the beginning of the year and a review is held during preplanning and drills are held monthly during the school year. Documentation is taken after each drill and reviewed with the staff. All staff are updated on procedures during preplanning and during the school year on the Crisis Management and safety plan.

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Next school year there will be 9 new staff members that will be trained in crisis management at the beginning of the school year. A review is held with all staff during preplanning and through the school year. New staff are assigned a mentor to help support crisis management training. Training is ongoing to review and monitored for fidelity.

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Service Delivery – Instructional & Academic Supports



Instruction in Georgia Standards of Excellence (GSE)

*What strategies/steps are implemented to ensure that all students have/will have access to Georgia Standards of Excellence (GSE)?

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Professional learning is provided by the system which the programs are located. The school based classrooms are integrated into the regular curriculum along with the teachers in that school setting. GNETS teachers plan with other teachers in the same content area during curriculum mapping instructions on GSC to ensure standards are taught correctly and that standards are assessed the same for all students with some modifications for some GNETS students. Site based teachers meet on a regular basis with LEA teachers to ensure that GSE are taught correctly. They also meet to help plan the assessment of GSE. Curriculum mapping is important to ensure that GSE standards are taught staying on track with pacing guides with the regular setting. The academic coaches in the schools provide guidance and support during the school year to ensure that correct standards are taught. All teachers attend professional learning and other workshops throughout the school year to ensure strategies and steps are implemented in teaching GSE. Classroom teachers are monitored through TKES platform and evaluations. Each year learning goals are established for GNETS students. Lessons are monitored and checked by the Coordinators and Academic coach. Lessons are supported by videos, rubrics, webinars and etc. Students are taught and assessed on grade level standards with modification made to meet the needs of the students academic level of readiness. Support is given to students

*Describe the professional learning that will be provided for staff to deliver and monitor grade level GSE.

*How many staff members are trained to deliver GSE?

18

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Professional learning is provided by the system which the programs are located. The school based classrooms are integrated into the regular curriculum along with the teachers in that school setting. GNETS teachers plan with other teachers in the same content area during curriculum mapping instructions on GSC to ensure standards are taught correctly and that standards are assessed the same for all students with some modifications for some GNETS students. Site based teachers also meet with LEA teachers to ensure that GSE are taught correctly. They also meet to help plan the assessment of GSE. Curriculum mapping is important to ensure that GSE standards are taught staying on track with pacing guides with the regular setting. The academic coaches in the schools provide guidance and support during the school year to ensure that correct standards are taught. All teachers attend professional learning and other workshops throughout the school year to ensure strategies and steps are implemented in teaching GSE. Classroom teachers are monitored through TKES platform and evaluations. Each year learning goals are established for GNETS students. Lessons are monitored and checked by the Coordinators and Academic coach. Lessons are supported by videos, rubrics, webinars and etc. Students are taught and assessed on grade level standards with modification made to meet the needs of the students academic level of readiness. Support is given to students by differentiated

*Describe the procedures for monitoring the delivery of classroom instruction and student outcomes.

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Walk-throughs are performed at all programs by the Coordinator and Director frequently. Pacing guides are established by the LEA and are followed by the GNETS teachers. On going professional learning is provided to review standards. Project based assessments are performed in all classroom. New teachers are paired with a mentor for their first year. Site coordinator monitor grades and assessments for student progress. To ensure goals are met or need to be re-evaluated. Learning focused strategies such as posting standards and the essential questions and essential vocabulary. LEA academic coaches provide guidance and support during the school year to ensure that correct standards are taught. All teachers attend professional learning and other workshops throughout the school year to ensure strategies and steps are implemented in teaching GSE. Classroom teachers are also evaluated through the use of TKES platform. Each year new learning goals are established. Lessons are supported by videos, rubrics, webinars and etc. Students

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Service Delivery – Supplemental Instruction



List the evidence-based academic interventions and supports provided to students to improve performance in reading, writing and mathematics.

*Reading interventions being used in our program:

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Iready is used as reading intervention program. This program allows the teacher to access the data for review. This data is pulled frequently to assess and plan future lessons from the tool box for remediation. Teachers attend professional learning with LEA's and RESA to address other research strategies for reading interventions. Other reading interventions are:
Pre-Post tests

*Math interventions being used in our program:

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Iready is used as a math intervention program. This program allows the teacher to access the data for review. This data is reviewed frequently to assess and plan future lessons from the iready tool box for remediation. Teachers attend professional learning with LEA's and RESA to address other research strategies for math interventions. Other math interventions are:

*Writing interventions being used in our program:

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Writing intervention programs used are, writing across the curriculum in all content. Common writing benchmarks are assessments are used. Grade level meeting are held to review writing samples. Pre and post writing assignments are used to assess progress during the year. Project based assessments are incorporate in writing and in the curriculum. Teachers attend professional learning provided by the LEA's and RESA to help

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are taught and assessed on grade level standards with modification made to meet the needs of the students academic level according to goals on their
IGR_Summary sheet. In students by differentiated instruction, assessment and one-on-one tutoring. Students have access to computer programs.

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GUESTS Web

*How are teachers supporting students when they are not making progress?

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Frequent assessments are completed in all content areas. The leadership team reviews the assessments and make comments along with developing strategies. Students that are not making progress are given some remediation such as one on one , supplementary materials and some computer based instructions, extended learning time, more parental involvement. Advisory meeting are held monthly to discuss student academic and behavioral progress. This team look at strategies such as

*How is academic data being used by leadership to support students, staff and parents?

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Academic and Behavior data is collected Daily to assess progress. This data is reviewed by the leadership team weekly for recommendation and support. The team provides academic suggestions, resources along with looking at academic gaps and teaching strategies. this information is shared with the students and parents for parental support. Iready is used to help support IEP goals in reading and math. Professional learning is provided by

*Describe the procedures used to ensure supplemental academic interventions are implemented with fidelity.

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Site Coordinators and program director monitor classrooms on a regular basis with walkthroughs to ensure that academic interventions are implemented with fidelity. Iready reports are pulled frequently to ensure students are spending quality time on the program. The report is reviewed for progress with the teacher and then with each student. On going professional learning is provided to review the assessments along with walk

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Service Delivery – Mental Health Collaboration



*Describe any formal collaboration with community agencies to enhance students' social, emotional, and/or behavioral development.

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5. Marcus Autism Services
6. Babies Can't Wait
7. Peaceway Counseling
8. Apex Services
9. Vocational rehabilitation Services
10. Local Interagency Planning Team (LIPT)
11. Child and Family Guidance
12. Georgia Intervention and Department of Judicial Justice Department
13. Bench Mark Services
14. Child Abuse Counselors

*Number of mental health or community agencies that visited your site:

14

*Number of students that received services from an external agency:

55

*Number of students who were seen for:

*Counseling:

55

*Interview:

17

*Check-in:

0

*Other:

0

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Service Delivery – Personnel List

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Last Name, First Name	Position/Staff Title	Staff Group	Staff Type	Certificate Type and Level	Experience	Funding Source
Donaldson, Pheacia	GNETS Teacher – Grant Funded	Instructional Staff	Existing Staff	B-4	0	GNETS State Grant
Patterson, Melinda	GNETS Teacher – Grant Funded	Instructional Staff	Existing Staff	T6	11	GNETS State Grant
Hand, Brook	GNETS Teacher – Grant Funded	Instructional Staff	Existing Staff	B5	7	GNETS State Grant
Amanda, Hughes	GNETS Teacher – Grant Funded	Instructional Staff	Existing Staff	T5	15	GNETS State Grant
Meyer, Timothy	GNETS Teacher – Grant Funded	Instructional Staff	Existing Staff	T4	13	GNETS State Grant
Milton, Gloster	GNETS Teacher – Grant Funded	Instructional Staff	Existing Staff	T5	4	GNETS State Grant
Vacant, Vacant	GNETS Para-professional/Teacher Aide	Instructional Staff	Existing Staff			Other Federally Funded
Boston, Mary	GNETS Teacher – Grant Funded	Instructional Staff	Existing Staff	T4	26	GNETS State Grant
Bailey, Tonya	GNETS Teacher – Grant Funded	Instructional Staff	Existing Staff	T5	12	GNETS State Grant

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Brooks, Loran	GNETS Special Education Specialist	Student Support Services	Existing Staff	T5	16	GNETS State Grant
Thomas, Takeysa	GNETS Teacher – Grant Funded	Instructional Staff	Existing Staff	T5	14	GNETS State Grant
Robinson, Candance	GNETS Teacher – Grant Funded	Instructional Staff	Existing Staff	B4	1	GNETS State Grant
Simmons, Tracey	GNETS Teacher – Grant Funded	Instructional Staff	Existing Staff	T4	12	GNETS State Grant
Gibson, Michael	GNETS Teacher – Grant Funded	Instructional Staff	Existing Staff	T6	17	GNETS State Grant
Hires, Linda	GNETS Special Education Specialist	Student Support Services	Existing Staff	T7	33	GNETS State Grant
Troy, Candice	GNETS Para-professional/Teacher Aide	Instructional Staff	Existing Staff			Other Federally Funded
Falotico, Hope	GNETS Para-professional/Teacher Aide	Instructional Staff	Existing Staff			Other Federally Funded
Davis, Adrienne	GNETS Para-professional/Teacher Aide	Instructional Staff	Existing Staff			Other Federally Funded
Taylor, Gabrielle	GNETS Para-professional/Teacher Aide	Instructional Staff	Existing Staff			Other Federally Funded
Jones, Naomi	GNETS Para-professional/Teacher Aide	Instructional Staff	Existing Staff			Other Federally Funded
Tillman, Emily	GNETS Para-professional/Teacher Aide	Instructional Staff	Existing Staff			Other Federally Funded
Baker, Steven	GNETS Para-professional/Teacher Aide	Instructional Staff	Existing Staff			Other Federally Funded
Barkley, Darius	GNETS Para-professional/Teacher Aide	Instructional Staff	Existing Staff			Other Federally Funded
Hullett, Lisa	GNETS Para-professional/Teacher Aide	Instructional Staff	Existing Staff			Other Federally Funded

Carroll, Frances	Psychoeducational/GNETS School Secretary	Support Staff	Existing Staff			State or Local Funds
Durr, Sandra	GNETS Para-professional/Teacher Aide	Instructional Staff	Existing Staff			Other Federally Funded
Harper, Dale	GNETS Para-professional/Teacher Aide	Instructional Staff	Existing Staff			Other Federally Funded
Harris, Mandy	GNETS Para-professional/Teacher Aide	Instructional Staff	Existing Staff			Other Federally Funded
Robinson, James	GNETS Para-professional/Teacher Aide	Instructional Staff	Existing Staff			Other Federally Funded
Carter, William	GNETS Para-professional/Teacher Aide	Instructional Staff	Existing Staff			Other Federally Funded
Hundley, Kendra	GNETS Para-professional/Teacher Aide	Instructional Staff	Existing Staff	Paraprofessional	4	Other Federally Funded
Vacant, Vacant	GNETS Para-professional/Teacher Aide	Instructional Staff	Existing Staff			Other Federally Funded
Williams, Gale	GNETS Para-professional/Teacher Aide	Instructional Staff	Existing Staff			Other Federally Funded
Riser, Latasha	Psychoeducational/GNETS School Secretary/Clerk	Support Staff	Existing Staff			State or Local Funds
Cox, Pamela	Psychoeducational/GNETS School Secretary/Clerk	Support Staff	Existing Staff			State or Local Funds
Robinson, Loretta	Psychoeducational/GNETS School Secretary/Clerk	Support Staff	Existing Staff			GNETS State Grant
White, Peggy	GNETS Teacher – Grant Funded	Instructional Staff	Existing Staff	T4	1	GNETS State Grant
Shelton, Marcus	GNETS Teacher – Grant Funded	Instructional Staff	Existing Staff	T4	3	GNETS State Grant
Williams, Cameron	GNETS Teacher – Grant Funded	Instructional Staff	Existing Staff	B4	1	GNETS State Grant

Lazari, Sara	GNETS Special Education Specialist	Student Support Services	Existing Staff	T7	30	GNETS State Grant
Porter, Jennifer	GNETS Social Worker	Student Support Services	Existing Staff	T6	21	GNETS State Grant
Lattin, Kathy	GNETS Teacher – Grant Funded	Instructional Staff	Existing Staff	T5	15	GNETS State Grant
Clemons, Samuel	Director of GNETS program	Administrators	Existing Staff	T7	32	GNETS State Grant
Dukes, Clementina	GNETS Teacher – Grant Funded	Instructional Staff	Existing Staff	T6	18	GNETS State Grant
White, Peggy	GNETS Teacher – Grant Funded	Instructional Staff	Existing Staff	B4	1	GNETS State Grant
Demott, Mary	GNETS Social Worker	Student Support Services	Existing Staff	T4	26	GNETS State Grant
Duggan, Rhonda	GNETS Teacher – Grant Funded	Instructional Staff	Existing Staff	T5	1	GNETS State Grant
Livingston, Nina	GNETS Teacher – Grant Funded	Instructional Staff	Existing Staff	T5	6	GNETS State Grant
Macnab, Ginger	GNETS Teacher – Grant Funded	Instructional Staff	Existing Staff	T5	3	GNETS State Grant

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Service Delivery – Integration of Services and Capacity Building



*How many requests have you had for extended services onsite consultation from LEAs?

36

*How many onsite consultations were provided to LEAs related to IEP development and/or revisions?

36

*How many onsite consultations were provided to LEAs related to extended services (e.g.: student observations, FBA, BIP, teacher support, etc.)?

36

*How many students transitioned to a LRE because they've met their IEP goals?

23

*How many students participated in extracurricular activities with the LEA?

10

*How many students participated in 2 or more segments with the LEA?

10